

# Virginia Grade Level Alternative Worksheet

## Grade 3 History and Social Science

Student's Name: \_\_\_\_\_ State Testing Identifier: \_\_\_\_\_

Check all that apply:

\_\_\_\_\_ Assigned scores have been entered into the online VGLA System.

\_\_\_\_\_ Assigned scores have been verified and submitted for final scoring in the online VGLA System

An "X" under No Evidence  
represents a Total of 0.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 1	K.1	The student will recognize that history describes events and people of other times and places by a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).				
RC 1	K.2	The student will describe everyday life in the present and in the past and begin to recognize that things change over time.				
RC 1	1.1	The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.				
RC 1	1.2	The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.				
RC 1	1.3	The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).				
RC 1	2.1	The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.				
RC 1	2.2	The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodland, the Sioux of the Plains, and the Pueblo people of the Southwest.				
RC 1	2.3	The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.				
RC 1	3.1	The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.				
RC 1	3.2	The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).				
RC 1	3.3	The student will study the exploration of the Americas by a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport; b) identifying reasons for exploring, the information gained, and the results from the travels.				

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RC 2	K.3	The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.				
RC 2	K.4	The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real- life situations; c) locate land and water features.				
RC 2	K.5	The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.				
RC 2	1.4	The student will develop map skills by a) recognizing basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) identifying the physical shape of the United States and Virginia on maps and globes; d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.				
RC 2	1.5	The student will construct a simple map of a familiar area, using basic map symbols in the map legend.				
RC 2	1.6	The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.				
RC 2	2.4	The student will develop map skills by a) locating China and Egypt on world maps; b) locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps; c) comparing the climate, land, and plant life of these regions; d) describing how people in these regions adapt to their environment.				
RC 2	2.5	The student will develop map skills by a) locating the equator, the seven continents, and the four oceans on maps and globes; b) locating selected rivers (James River, Mississippi River, Rio Grande), mountainranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.				
RC 2	2.6	The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.				

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RC 2	3.4	The student will develop map skills by a) locating Greece, Rome, and West Africa; b) describing the physical and human characteristics of Greece, Rome, and West Africa; c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.				
RC 2	3.5	The student will develop map skills by a) positioning and labeling the seven continents and four oceans to create a world map; b) using the equator and prime meridian to identify the four hemispheres; c) locating the countries of Spain, England, and France; d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia); e) locating specific places on a simple letter-number grid system.				
RC 2	3.6	The student will interpret geographic information from maps, tables, graphs, and charts.				
RC 3	K.6	The student will match simple descriptions of work that people do with the names of those jobs.				
RC 3	K.7	The student will a) identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have); b) recognize that people use money to purchase goods.				
RC 3	1.7	The student will explain the difference between goods and services and will describe how people are both buyers and sellers of goods and services.				
RC 3	1.8	The student will explain that people make choices because they cannot have everything they want.				
RC 3	1.9	The student will recognize that people save money for the future to purchase goods and services.				
RC 3	2.7	The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).				
RC 3	2.8	The student will distinguish between the use of barter and money in the exchange for goods and services.				
RC 3	2.9	The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.				
RC 3	3.7	The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.				

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Reporting Category	SOL #	Specific Virginia Standard of Learning	Demonstrated (0 to 4)	Inferred (0 to 4)	No Evidence (0)	Total (0 to 4)
RC 3	3.8	The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).				
RC 3	3.9	The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).				
RC 4	K.8	The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others.				
RC 4	K.9	The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.				
RC 4	1.10	The student will apply the traits of a good citizen by a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect; b) recognizing the purpose of rules and practicing self-control; c) working hard in school; d) taking responsibility for one's own actions; e) valuing honesty and truthfulness in oneself and others.				
RC 4	1.11	The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty; b) demonstrating respect for the American flag by learning the Pledge of Allegiance.				
RC 4	1.12	The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.				
RC 4	2.10	The student will explain the responsibilities of a good citizen, with emphasis on a) respecting and protecting the rights and property of others; b) taking part in the voting process when making classroom decisions; c) describing actions that can improve the school and community; d) demonstrating self-discipline and self-reliance; e) practicing honesty and trustworthiness.				
RC 4	2.11	The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.				
RC 4	2.12	The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.				
RC 4	3.10	The student will recognize why government is necessary in the classroom, school, and community by a) explaining the purpose of rules and laws; b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; c) explaining that government protects the rights and property of individuals.				

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RC 4	3.11	The student will explain the importance of the basic principles that form the foundation of a republican form of government by a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law; b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.; c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.				
RC 4	3.12	The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.				

### Reporting Category Key

RC 1 History  
RC 2 Geography  
RC 3 Economics  
RC 4 Civics